



Coundon Primary School

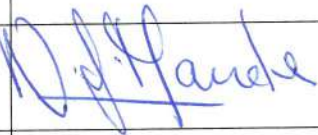



Together Everyone Achieves More

Presentation and Marking Policy

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Aim of the Policy

The aim of the presentation and marking policy is to enable children to make maximum progress in their learning through effective oral and written feedback whilst maintaining high standards in presentation. Staff are expected to provide children with structured next steps for improvement and provide dedicated time (teachers' discretion) for the children to act upon the feedback. All classrooms within KS1 and KS2 will display the presentation codes and marking codes to ensure pupils are familiar with them. When adhering to this policy teacher discretion may be needed for some individual pupils.

Marking Presentation

Children's work (with the exception of note and draft forms) will receive a presentation mark (copy enclosed) which focuses on the standard of work provided-this will be relative to each individual child. High expectations are expected of all pupils' work within the school in line with Guidelines. See appendix 1

Use of Pen

Handwriting will be taught regularly throughout the week either as a block within the timetable or in slots, depending on the age of the children. Through KS1 children develop their letter formation and start to form their joins. Pupils in KS1 whose handwriting exhibits the start of joins may be awarded a 'Golden Pencil'. This will be assessed by the assistant headteacher.

The quality of a pupil's presentation over time will have a direct impact upon when they progress from writing in pencil to pen. Where a pupil produces consistently high presentation levels over a sustained period of time, samples of this work will be sent to a member of Leadership Team to be assessed and if appropriate the pupil will move to working in pen. In the vast majority of cases the school aims for pupils to be using pen by the middle of Y5. Where a child using pen maintains exceptional standards in presentation there will be the opportunity to progress to fountain pen (this will be assessed by the Headteacher or Deputy Headteacher).

If a pupil has special educational needs linked to handwriting then professional judgement can be made to achieve a pen licence.

Marking Maths

All staff will mark work with a tick to indicate a correct answer and a dot to indicate an incorrect answer. During the lesson the teacher will then have the option to convert the dot to a tick with a 'c' to denote that the error has been rectified. In depth marking will take place at least twice a week per child (where appropriate) and will focus on providing a next step or level of challenge that ensures the pupil moves forward with their learning (see appendix for clear and succinct examples of the quality comment required). Adequate time

will be given to pupils to address next steps or errors in their work using a green pen-this may take place in registration, at the start of the next maths lesson (reflective time) or as an independent activity.

Marking English

In-depth marking will take place at least twice a week per child (where appropriate) and will focus on providing a clear next step linked to the skill that moves the pupil forward in their learning. Adequate time will be given to pupils to address next steps or errors in their work using a green pen-this may take place in registration, at the start of the next English lesson (reflective time) or as an independent activity. Book trawls should demonstrate that where a next step has been identified the pupil has had time to address the area and this will be evident in the subsequent work where improvement is maintained. Where appropriate other work not marked in-depth will be marked based on spelling, punctuation and grammar to ensure that standards in these areas are maintained across school and these will form a next steps comment.

Marking Spelling

Spellings that are marked as incorrect by the teacher will have a 'sp' placed in the margin of the page. In KS1 a maximum of three errors will be highlighted with a primary focus on high frequency words and in KS2 a maximum of five. It is at the teacher's discretion as to whether or not the incorrect spelling is underlined for the pupil or as may be the case for some KS2 pupils they will be asked to identify the misspelt word themselves. A 'sp' will be placed at the bottom of the page for the pupil to make their corrections-in the case of pupils in KS1 or less able KS2 pupils it may be necessary to write out the correct version of the spelling and they then copy it.

Marking in Other Subjects

Within Science it will be necessary for teachers to judge the frequency of when it is appropriate to provide next steps marking to ensure the pupil progress within their learning. All other subjects will at times require next steps marking, **particularly if there are clear links with core subjects**, however, this will again be at the teacher's discretion.

Peer Feedback and Self Evaluation

In the correct place peer feedback can be very effective when children are educated in how to identify positive features within a peer's work and an area for development. Self-evaluation is a tool that also requires a structured approach by the teacher to ensure that the pupil is clear about what they are marking. Both processes need careful modelling by the teacher. Teaching staff will employ the following strategies for peer feedback and self-evaluation and use when appropriate. For children to self-assess they should use the traffic light system:

- Green = I'm confident that I understand the learning objective and I have achieved it.
- Orange = I'm not sure whether I have understood the learning objective and need some help in achieving it.
- Red = I do not understand the learning objective.
- Children should be encouraged to spend a minute or so reflecting on their learning if they wish to do so.

Children should actively be encouraged to peer assess where appropriate.

Regular PPA cover teaching staff

- Regular PPA staff should mark children's work in accordance with this policy as specified above
- The class teacher and PPA teacher will organise amongst themselves when it is appropriate for the PPA teacher to fully identify next steps that children respond to in green pen in accordance with the task set and the developmental needs of the children.
- PPA teachers to initial work at all times

Teaching Assistants and HLTAs

- TAs may be requested to mark work during or immediately after small group tasks or closed tasks such as spellings and times tables etc.
- HLTAs may be requested to mark in accordance with this policy and in agreement with the class teacher to mark work appropriately and allow children time to respond using green pen. However, class teachers have a duty to monitor this marking and offer support and advice to HLTA with regard to next steps of learning.

Supply Teachers and Student teachers


- Full day supply teachers will be expected to mark all of the work completed during the day. Half day supply teachers should focus their marking on Literacy and Numeracy. They should aim to mark both of these subjects.
- Work which is not marked by the supply teacher will be marked with **ST**;
- Supply teachers will only be expected to make brief comments on children's work (e.g. very good, you have completed a lot of work today).
- In the case of a supply teacher who has not fulfilled these requirements, the class teacher should report this to the Head Teacher.
- Teacher Trainees should mark in accordance with all guidelines contained in this policy.
- Teacher Trainees should indicate lessons they have delivered and their marking with their own initials

Presentation Guidelines (Appendix 1)


Books

- All front covers, apart from Reception Journals to be kept clean and graffiti free.
- All books to be labelled with the school Logo
- Work to be stuck in neatly. When children work on A4 sheets they must be either trimmed and folded neatly in half and stuck into books or placed in an A4 folder.
- Sheets should not be folded more than once
- Short date to be written in maths and science books only, on the left-hand side of page
- Long date to be used in all other books, starting from the left-hand side of the page
- Title and date to be written and underlined from Year 2 onwards
- Year 1 to write the title and when they are ready, to aim for the summer term ready for year 2.
- When a blank page is used the lines should be drawn before the date and title are written.
- In Key Stage 1 a new piece of work should be started on a new page
- In Key Stage 2 if less than half a page is used then it should be ruled off neatly and the same page used. More than half a page and a new page should be started

P* = Your presentation is outstanding

 = Warning! Your presentation is starting to slip and needs to be improved.

P = Your presentation is ok

 = Your work needs to be done again because you can do better.

Handwriting

- Nelson handwriting scheme to be used consistently throughout the school.
- Children to write in pencil until they have been awarded a pen licence
- Children to use pencil only in Maths, apart from Green pen responses
- When children make a mistake of one word only they must put a neat horizontal line through the word
- Where two or more words are incorrect:-
 - KS1: A line is drawn through it
 - KS2: Brackets should surround the phrase or sentence/s and a small cross placed above the middle word.

x
For Example: (therr was a hug catsle)

Staff Marking Codes (appendix 2)

I= Independent work

Pd= Paired work

GG= Guided group

G= Group work

R= Used resources

T= worked with teacher

S= Supported by adult

TI= Teaching intervention

V= Verbal feedback given

LWT= Let's work together

. = Incorrect

/ = Correct

C = Corrected

Appendix 3

Evidence from the Sutton Trust demonstrates that children who receive accurate and effective feedback make an average of 9 months progress in their learning. Below are the findings.

Providing effective feedback is challenging. Research suggests that it should:

- Be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct").
- Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...").
- Encourage and support further effort (getting a balance between support and challenge).
- Be given sparingly so that it is meaningful as too much feedback can stop learners working out what they need to do for themselves.
- Be about what is *right* more often than about what is wrong (e.g. "This section is excellent because..." or "I thought this was the best way because...").

Wider research suggest the feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils.

Appendix 4

Next Steps Marking-clarification

When the policy refers to a 'next step' it is meant as a comment written by the teacher that helps the pupils to move forwards in their learning-to evidence that they have done this they are expected to respond. A 'next step' comment is one that enables the pupils to take a small step forward in their learning and be reflective. Look at the example of a piece of work written by a child.

A man walked to the shops. On his way he tripped and fell over.

There are a number of next steps comments that could be used to push the child forward in their learning; they could be any one of the following:

1. I like your use of the word tripped. Could you rewrite the sentence using a synonym for walked?
2. You have written two effective simple sentences; can you now join them to create a compound sentence?
3. Can you rewrite the first sentence providing some adjectives to describe the man?
4. Could you insert a subordinate clause to create a complex sentence?

All of the above comments allow the child to build on their learning and respond to the comment. It may be that to help them you write a model example of what you are asking.

Some staff have been classing a 'next step' comment as something they would like to see the child implement in their next piece of work rather than allowing them time to access the comment with the follow up work e.g.

Well done. Your story was effective and painted a lovely scene in my mind. To improve your writing further you need to include speech marks in your next story.

Whilst this is not classed as a 'next step' comment according to the marking policy there is nothing wrong with this comment and it has a place in our books because it makes it clearer what the child needs to do to improve. This teacher comment is more target driven because it could be that the child hasn't yet been taught how to punctuate speech and therefore a degree of teacher input is required. The comment is focussing on the next piece of written work rather than the work the child has just done. This is the difference in what the marking policy classes as a 'next step' comment-it is a comment that moves the children forward in a piece of work that they have just done and they are encouraged to apply this to improve that work.